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AUTHOR Irby, Terry R.; And Others
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ABSTRACT

Joliet Junior College's Center for Adult Basic Education and Literacy (CABEL) is responsible for providing adult basic education and support services for adults whose skills in reading and mathematics are below the 12th grade level. Its offerings include instruction in Adult Basic Education (ABE), General Educational Development (GED), English as a Second Language (ESL), job and life skills, literacy volunteer training, and workplace and family literacy programs. In spring 1992, in an effort to break the intergenerational cycle of under-education, unemployment, and welfare dependency, CABEL established the "Families about Success" (FAS) project to provide parents and children with a positive, interactive educational experience. FAS enrolled low-income parents and their children, aged 3 to 10, who had been identified as being at risk. The program focused on adult education/basic skills; children's basic literacy skills; parent-child interaction; career/vocation and self-esteem; and parenting skills. Formal and informal assessment of the program revealed the following: (1) FAS participants showed a higher average gain in reading and mathematics Test of Adult Basic Education (TABE) scores than those adults enrolled in GED classes; (2) ESL students also demonstrated greater progress if they had participated in FAS sessions with their children; (3) the kindergarten skills screening tests of FAS preschoolers showed a nearly 100% improvement in gross motor, fine motor, and language/cognitive skills; and (4) older children showed an increase in reading skills by as much as 1.5 grade levels. Tables of relevant data, a variety of evaluation and checklist forms, data on one family's progress, and a 51-item bibliography are appended. (JSP)

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The Joliet Junior College

Center for Adult Basic Education and Literacy's

"Families About Success"

Intergenerational Programming that Works

Presented at the Fourth Annual

Leadership 2000 Conference

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Prepared and presented by:
Dr. Terry R. Irby, Director,
Mrs. Rachel Gilmore, Literacy Volunteer Coordinator
Mrs. Brenda Roland, Family Literacy Coordinator
Mrs. Emilie McCallister, Enrollment Manager

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We have reviewed the research and literature on the relationship between the literacy level of parents and the effect that this has on the literacy achievement of their children. There is increasing evidence that indicates there is a strong literacy correlation between parent and child. Nationally this research has formed the basis for the development of family literacy programs to break the intergenerational cycle of illiteracy that often continues from generation to generation. Illiteracy in one generation begets illiteracy in the next.

In order to break this intergenerational cycle of illiteracy, we must, if we are to make a difference, place equal priority on the education and basic skill development of the parents.

Family literacy programs operate on the premise that it is important for the parent or primary care giver to place a high value on the acquisition of literacy skills and to be actively involved in the child's education in order for the child to do his or her best in school. In addition, with increased literacy skills, the more empowered the parent will be in directing, guiding and ensuring the child's educational development.

We are very enthusiastic about our "Families About Success" program. It is an innovative program that was first offered under the title, "Parents About Literacy (PALS). This program was recognized as a state model program for family literacy by the Illinois Literacy Resource Development Center in 1990.

We recognized the need to expand this program to include education, training and skills to empower parents to direct and control their own lives. Through such empowerment -- seeing parents gain in literacy and basic skills; obtain jobs and/or advance on the job; enroll in vocational, academic, training and/or college transfer classes, children will be provided with a model for success -- a model that they can follow.

As the daughter of a GED graduate I can tell you that it works. I watched the positive results that occurred after my mother went on to get her GED, her bachelor's and master's degree. Today, all of her ten children have enrolled in college, and/or vocational training programs. Seven out of ten of the children have completed college degrees and all have completed vocational programs and training and hold good, well paying jobs. And, most important, all are productive, contributing members of our society.

No, apples don't fall too far from the tree...

We hope that you will like our "Families About Success" program. It is an exciting one that combines all of the up-to-date knowledge about successful intergenerational programs. For more information about this and other programs that we offer, please feel free to call me or staff at (815) 727-6544 ext. 1212.

Terry R. Irby, Director,Center for Adult Basic Education & Literacy

Overview of the Center for Adult Basic Education and Literacy

The Center for Adult Basic Education and Literacy is the administrative unit within the Community Services and Continuing Education Division of Joliet Junior College that is charged with providing adult basic educational and supportive service programs for adults whose basic skills in reading and math are assessed below the 12th grade level so as to enable these individuals to acquire the basic skills necessary to function more effectively in the workplace, within the family, to be able to access higher educational opportunities, and for personal fulfillment. The Center for Adult Basic Education and Literacy is the third highest credit hour producing unit within the college, generating 16,827 credit hours with 4,814 students served in FY'92. Staffing in the Center for Adult Basic Education and Literacy includes a full time director, a full time Enrollment Manager, a full time Literacy Coordinator, a full time Public Aid Special Projects Manager, a full time secretary to the director, full time evening school and resource coordinator, and two full time Outreach Specialists. All other positions are part time and include the following: 45 - 50 part time instructors, eight tutors, five educational support workers, one contractual Family Literacy Coordinator, two half time Outreach Specialist and seven contractual literacy trainers. With these limited, hard working and dedicated staff, seventeen educational and support programs are offered:

1. Instructional Programs in ABE
2. Instructional Programs in GED
3. Instructional Programs in ESL
4. Instructional Programs in Job Skills
5. Instructional Programs in Life Skills
6. Instructional Programs in English/Civics
7. Instructional Programs in Basic Skills
8. Computer Lab Classes
9. Literacy Tutorials

10. Public Aid, Special Projects
11. Literacy Volunteer Training Program
12. Family Literacy Grant Program
13. Workplace Literacy Program
14. Secretary of State Literacy Volunteer Program
15. Staff Development and Training Program
16. SLIAG Program
17. Special Populations Grant Program

Through educational programs offered by CABEL, 4,814 students and 16,827 credit hours were generated. This resulted in over $256,611.75 in apportionment dollars generated and returned to the College as revenue.

Overall enrollments increased 98% between FY'85 and FY'92. During this same time period credit hour generation increased 101%. Apportionment dollars generated have increased 143% since FY'85.

Recognizing CABEL as a leader in the field of adult basic education and literacy, the division was highlighted in Tony Weiss's book, ***Creating a Literate Society***, published in the Spring of 1991. The book includes a foreword by Barbara Bush.

All of the above programs are funded through state and federal grant programs.

I. Our Instructional Programs and Educational Support Services

In the 10 educational programs that CABEL offered during FY'92, 4,814 students with 16,827 credit hours were generated. Approximately 500 passed the GED examination and 4,000 other students were assisted in improving their basic reading, writing, math, communications, job seeking/retention and life skills.

* Adult Basic Educational Classes (ABE) 0 - 8 levels for adults at the pre-literate, literacy to pre-GED levels. ABE enrollments have increased 90% since FY'85.

* General Educational Development Classes (GED) the 9 - 12 grade levels with a primary goal of preparing individuals for the GED equivalency examination .

The Center for Adult Basic Education and Literacy has sponsored a county wide GED graduation each year. This year the 10th Annual GED graduation was held. There were 82 graduates and over 400 guests in

attendance. The impact of the educational programs and services offered by the JJC Center for Adult Basic Education and Literacy are perhaps best captured in the remarks of a graduating GED student, Susan Zollner

Going back to earn my GED was a very easy decision for me. I did it mainly for myself, but a part of me did it for my daughter. I didn't want my daughter to know I didn't have a high school diploma. I wanted to set an example for her. She's still too young to understand what an education is, but I will definitely emphasize how important it really is when she gets a little older. I realized I could have just taken the test, but I hadn't been in school for five years so I decided to take the class first to refresh my memory a little bit. The class really helped. I would like to take this opportunity to thank my teachers, Terry Bergin and Jan Darif for all of their help and support. So after three months of classes, I registered for the test. Waiting for the results of my test was a very nerve wracking thing. Then the day finally came, the results were in. I was hesitant about opening the letter, but then I said to myself "just open it!" I did. When I saw the word congratulations I was ecstatic, I jumped around yelling "I passed! I passed!" My husband yelled too! He was so proud of me and so was I! When I finally calmed down (about an hour later) I called my family and told them the news, they were all very proud of me. My father was the proudest of them all. As for my future plans, I hope to become a bookkeeper or a secretary/receptionist for a large company and be very successful! Without my GED this would be impossible, because without an education you wouldn't be able to get a good job. I would advise anyone who doesn't have a high school diploma, to go back to school and earn their GED. It's really a great feeling and a great privilege to own one!

GED enrollments have increased 93% since FY'85.

* English As A Second Language Classes at the 0 - 12 levels for students of limited English proficiency. ESL enrollments has increased 705% since FY'85.

* Basic Skills Courses are offered at all levels up to and including the 12th grade level. It includes individualized refresh and review, remedial and developmental instruction in reading, writing, math and critical thinking and reasoning skills that may be needed to assist adults to obtain, advance, or retain a job, or to succeed in higher education or job training.

* Life Skills classes are offered at all grade levels for adults who need to learn or acquire basic life skills to enable them to become a more functional and contributing member of society, a wiser consumer, and a more employable part of the workforce.

* English/Civics classes are offered to provide temporary residents in the legalization program with an understanding of ordinary English and the history and government of the U.S. or demonstrate that they are "satisfactorily

pursuing a course of study to attain such knowledge. English/Civics classes are the most widely used method of complying with the educational component of the Immigration Reform and Control Act of 1986.

* Job Skills Classes are offered at the ABE and GED levels to prepare adults in job seeking and job retention skills. The main focus is to help the adults enrolled to develop and acquire attitudes, behaviors and job skills that will make them more employable.

* Computer Lab Skills is a new curriculum component that provides adults with individualized, computer assisted instruction in reading, writing, math and communications. Students are able to refresh and review and remediate deficient skills and learn new skills and competencies.

* Telecoursing -- Plans are underway to offer the Adult Basic Education, the GED, ESL, the Spanish GED and Spanish Literacy via telecourse. Programs are to be offered at the Housing Projects, Spanish Center and remote sites where small classroom size does not permit offering the traditional adult basic education classes.

* Individualized literacy tutorials are provided in CABEL classes at the 0 - 5 grade levels.

The above listed educational programs are provided out of funds provided through by the Illinois State Board of Education (ISBE), Special Populations and State Legalization Impact Assistant Grants (SLIAG).

Our Special Programs and Projects

ICCB Special Populations Grant Project

The ICCB Special Populations Grant provides educational and supportive services and instruction that assists educationally, socially, developmentally and physically disabled students in attending and succeeding in adult basic education and college classes. Special educational and supportive services available to students include tutoring, educational and career counseling, reading/assessment, referrals to external agencies, outreach services and direct support services to students. Special

services for disabled students include readers and notetakers. Under support services provided, 767 students were tutored for 6,701 contact hours, 890 students were counseled for 712 contact hours; 3,800 students were tested for 480 contact hours; 183 students were referred to other agencies for 79 contact hours. 320 learning disabled students were served for 49,171 contact hours; 43 students were provided note taking assistance for 630 contact hours; 975 retention calls were made to students with 350 contact hours; 4,814 students or 250 hours were spent in recruitment activities.

The Secretary of State Literacy Project

The JJC District 525 Literacy Volunteer Project funded through the Secretary of State Literacy Office is designed to assist English and non-English speaking under educated adults learn to read and to improve their basic reading, writing and literacy skills through training and support provided by skilled tutors and instructors. The project is designed to work in close coordination with the JJC CABEL educational programs. As adult students acquire basic reading skills and greater self-confidence they are encouraged to enroll in the Adult Basic Education, GED, ESL, Amnesty, Job Skills and basic skills classes offered through CABEL. Many adults who are tutored through the literacy project are concurrently enrolled in CABEL classes. Students who have been enrolled in both classes and tutorials have made twice the amount of gains as students enrolled in only literacy tutorials or adult basic education classes above.

During FY'92, over 100 volunteers were trained resulting in over 200 active volunteers. Volunteers were placed in ABE classes and in one-on-one tutorials at over 70 sites throughout the JJC district. The project currently employs seven contractual

English literacy trainers. An additional ten contractual ESL trainers have been added to the training staff of the project. All trainers possess a degree in reading and are certified by Literacy Volunteers of America (LVA). The trainers provide 15 hours of training to volunteers and conduct monthly inservice training for volunteers. An average of two training session are held each month with 30 held during FY'91 and over 200 held since the training sessions were first initiated in 1984.

SLIAG Project

The State Legalized Impact Assistance Grant (SLIAG) is designed to provide educational classes in English/Civics to prepare students to qualify for and pass the national citizenship examination. The grant also provides classes to enable students to improve their basic English speaking and communication skills, complete courses in parenting, family literacy, consumerism, life skills, Spanish GED, ESL at the beginning, intermediate and advanced levels. Books and other instructional materials are provided to eligible students enrolled in classes funded under this grant program.

Outreach, recruitment and support workers provide recruitment, counseling, advisement, and referral services to enrolled students. Over 200 students were served to date by this project in FY'92.

ISBE Literacy Volunteer Training Project

The Joliet Junior College literacy volunteer project is designed to support and expand the adult basic educational programming components of Joliet Junior College and Joliet Township High Schools adult basic education and ESL classes. To this end, volunteers are recruited, trained, and placed in one-to-one, small group and classroom instruction and tutorials. Instruction is provided to adults reading below the

sixth grade level as determined from the Slossen Oral Reading Test (SORT), Tests of Adult Basic Education (TABE), Elsa Illyin and other testing administered by trained volunteers and literacy program staff. The present grant, which is closely coordinated with the Secretary of State Literacy Grant has as its major goal, the training and preparation of volunteers for providing educational support services.

Staff Development Project

The Center for Adult Basic Education and Literacy's staff development program is a comprehensive one that attempts to provide for the professional development, training and preparation of instructional, support and administrative staff. Each year staff are surveyed to determine their needs and recommendations for staff development programming. Through such surveying it was determined that CABEL staff desired more local programming. The staff have recently indicated a high need for motivational and success oriented type workshops and meetings. As a result, the project has for the past year brought in speakers and presenters to respond to this expressed need. Because such a high proportion of staff are part time, local programming also seems to be the most logical way to include the greatest number of staff.

The objectives of each staff development activity are clearly outlined. The major objectives identified by staff for staff development over the past year have been to provide staff with resources to motivate, inspire, retain and advance students. Other objectives have been to provide opportunities for instructional staff to exchange ideas and strategies for more effective teaching. The staff development programming is highly reflective of the expressed needs of staff. The activities are designed to provide

outcomes in keeping with the established objectives.

During FY'92, 1,350 adults were provided staff development services at the local, state, and national levels through funding provided in this grant.

Family Literacy Project

The "Families About Success" project is a comprehensive family literacy project that has as its primary goal to break the intergenerational cycle of under-education, unemployment and welfare dependency by improving parents' basic skills, self concept and self esteem so as to engage parents and children in positive and interactive educational experiences. The specific objectives of the "Families About Success" project are to: (1) Identify and enroll low income parents and children ages 3 - 10 who have been identified as being "at risk" or are achieving below grade level in school. (2) Orientate parents and children and commit them to the goals of the "Families About Success" project. (3) Improve the educational levels of the parents through individualized instruction in basic skills. (4) Increase the developmental and learning skills of children to better prepare them for achieving success in school. (5) Provide opportunities for parents and children to learn together through engaging them in structured, planned and enjoyable reading and learning experiences and interaction in a nonthreatening environment. (6) Provide an interactive forum for parents to discuss and identify ways to improve parenting and childrearing skills so that they can become positive and directive forces in the lives of their children. (7) Improve the career/vocational skills of parents through career exploration, job search/job retention, and vocational and skills training classes and experiences to enable them to become employed or as needed to develop a plan for additional education and/or training that

will make them employable. (8) Improve parents' skills and ability to interact positively and comfortably with the school system, so that children are provided a role model of parental interest and participation in education.

One of CABEL's family literacy programs, the "Parents About Literacy" project was designated as a state model and is included in the publication, *The Mechanics of Success for Families* published by the Illinois Literacy Resource Development Center in FY'90.

During FY'92, 460 parents and children were served through family literacy programming.

Workplace Literacy Project

The Workplace literacy project is designed to provide specialized basic skills classes and tutorials on site at large and small businesses throughout the JJC District. The project is also designed to provide basic skills classes and tutorials to employees at non-business sites including sites where JJC CABEL offers classes. CABEL's Workplace Literacy programming has been offered on site at several area businesses. Future plans include a significant expansion in onsite programming.

During FY'92, CABEL served 128 individuals at 4 business sites in on site workplace literacy programming.

Public Aid Special Project

There is a continuing high unemployment rate, an increasing number of under-educated adults in the Joliet Junior College district, and a large number of persons receiving welfare benefits in the service area. The need is great to instill in the hard to service, long term welfare recipient the knowledge that raising their level of education,

self-esteem and job search skills can improve the quality of their lives, and to motivate, prepare and to support them to find jobs. The goal of this project is to intervene in the lives of as many public aid recipients as possible to motivate them to increase competence and confidence in their social roles as parents, workers, citizens, and to assist them to develop job readiness that leads to gainful employment; to motivate these clients to pursue an alternative life style to welfare dependency; to provide and encourage job-ready students in making and pursuing career choices; to provide all the necessary support for these students to reach their goals, and to become self-sufficient leaving the welfare system for self-supporting jobs.

During FY'92, JJC ranked 10 out of 75 adult education programs statewide in terms of the number of public aid recipients removed from the state welfare rolls and who obtained gainful employment.

Highlights of the Center for Adult Basic Education and Literacy

1. The Center for Adult Basic Education and Literacy is a comprehensive division that includes 10 educational support service and training programs ranging from literacy tutorials (0 instructional level, ABE (0-6 levels), GED (7 - 12 levels), ESL at the (0 - 12 levels) and Basic Skill Classes at all instructional levels. CABEL can take students from a reading level 0 through a high school diploma, basic skills review to credit classes at JJC and other colleges.

2. The Center for Adult Basic Education and Literacy is designated a state model program for family literacy in the State of Illinois.

3. The Center is considered one of the outstanding adult basic education programs in the nation as evidenced by its inclusion in Tony Weiss, nationally circulated book, *Creating A Literate Society*, with a foreword by Barbara Bush.

4. The instructional programs offered through the Center for Adult Basic Education and Literacy consistently enroll, retain and advance over 90% of students served to successful completion of the General Education Development certificate, improved basic skill competencies, improved English communication skills, and employment.

5. The Center is ranked 5th throughout the State of Illinois in terms of numbers of individuals being removed from the state welfare rolls through obtaining gainful employment.

6. The quarterly evaluations of CABEL instructional staff indicate that the educational programs are of a high quality and are meeting the educational and job preparation needs of students.

7. Educational services and programs are provided at over 60 sites and locations throughout the JJC district.

8. Administrative staff are extremely well qualified by education, experience and training as evidenced by the large number of national, state and local appointments and assignments that staff hold.

9. The Center for Adult Basic Education and Literacy offers staff development and training programs that address the local, state and national staff development needs of instructional, administrative, and volunteer staff.

10. New and expanded programs are quickly developed and implemented to meet the educational needs of the adults residing in parts of seven counties within the JJC District. Special citizenship, parenting, family literacy, individualized tutorials, job skills, basic skills review classes have been developed and offered in recent years to address the community and business needs for these services.

An Intergenerational Family Literacy Approach

"Families About Success"

In a continuing effort to break the intergenerational cycle of under education, unemployment and welfare dependency, the Center for Adult Basic Education and Literacy offered the "Families About Success" Project (FAS) to residents within the JJC District. The specific objectives of the "Families About Success" project were to:

1. Identify and enroll low income parents and children, ages 3-10, who have been identified as being "at risk or are achieving below grade level in school.
2. Orientate parents and children and commit them to the goals of the FAS project.
3. Improve the educational levels of the parents through individualized instruction in basic skills.
4. Increase the developmental and learning skills of children to better prepare them for achieving success in school.
5. Provide opportunities for parents and children to learn together through engaging them in structured, planned and enjoyable reading and learning experiences and interaction in a non-threatening environment.
6. Provide an interactive forum for parents to discuss and identify ways to improve parenting and child-rearing skills so that they can become positive and directive forces in the lives of their children.
7. Improve the career/vocational skills of parents through career exploration, job search/job retention, and vocational and skills training classes and experiences to enable to become employed or, as needed, to develop a plan for additional

education and/or training that will make them employable.

8. Improve parents' skills and ability to interact positively and comfortably with the school system, so that children are provided a role model of parental interest and participation in education.

The "Families About Success" project provided an "all-in-one system" for achieving the purpose and objectives of the project. The FAS project was built around the following major components.

- Childhood Component
- Parent/Child Component
- Adult Education Component
- Parenting Education Component
- Career/Vocational and Self Esteem/Self Concept Components

In providing services, the Joliet Junior College Center for Adult Basic Education networked with Catholic Charities, Fairmont School District #89, churches, community centers and the Joliet Public Library. Approximately four hundred sixty parents and their children were enrolled in various components of the project.

Sites utilized were:

- "Daybreak" Shelter Services for the homeless in Joliet, Illinois
- Fairmont Junior High School
- Morris Central Grade School in Morris, Illinois
- Shiloh Baptist Church in Lockport, Illinois
- Spanish Center in Joliet, Illinois
- Warren-Sharpe Community Center in Joliet, Illinois
- Joliet Park District
- Joliet Public Library
- Will County Juvenile Detention Center in Joliet, Illinois

Facilitators were required to have a minimum of a bachelor's degree in Reading, Special Education, Elementary Education, English, Math, Science or other relevant teaching disciplines. All were experienced instructors at grade levels K - 8. All adult

basic education instructors were also required to have baccalaureate degrees in specific teaching disciplines as listed above. Instructors were assigned to classes in their area of teaching expertise.

Training for the career/vocational and self-esteem components consisted of an orientation to the program and introduction to the materials. Because of the expertise of the facilitators and their familiarity with project goals and operational procedures, no extra training was required. Staff development workshops were offered through programming provided by the Center for Adult Basic Education and Literacy for all teachers, facilitators and volunteers at no extra charge.

Facilitators were trained utilizing JJC/CABEL's Parents About Literacy Skills Project (PALS) training materials. They were exposed to the concept of "emergent literacy" and its importance in early childhood development. The training emphasized the fact that for young children, experience is the foundation for literacy learning. Facilitators were also presented with information exploring the relationship between oral language development and thinking skills. The importance of reading to young children was stressed, as well as the fact that reading comprehension is:

a. an active constructive process,
b. a thinking process before, during and after reading, and
c. an interactive process of the reader with the text

Information on the importance of writing and its relationship to the reading process was also provided. In developing mature writing skills, children were encouraged towards discovery of ideas and expression of thoughts and ideas on paper. The different stages of writing from scribbling, to drawing to making letter-like forms, to connecting letters together in crude sentences, to phonetically spelling and

finally to conventional writing were explored and practiced.

The training also included the role of listening in learning to read and learning in general. It was explained how listening enhances speaking, reading and writing development. Suggestions on good read aloud books and materials was provided, as well as pattern books to develop children's listening and speaking skills. Also provided was a list of things parents could do to enhance their children's literacy development at home.

The major sites used for the "Families About Success" Project were as follows: Fairmont Junior High School (FJH), a predominately black site and the Spanish Center (SPC) and the Morris Central School, predominately Hispanic sites. All programs were located in low socio-economic areas. Programs at the sites were similar, yet there was some variation for second language students enrolled at the Spanish Center and Morris Central School sites.

A twelve week (12) program which ran from January through April was offered at each site. Adult basic education classes, including ABE, GED/or ESL were offered two nights a week. Preschool level instruction and elementary level instruction (1 - 6 levels) was offered four nights a week. Parenting classes for parents alone and parent/child together classes were offered on alternate weeks.

The following components were offered at some of the family literacy sites:

1. an adult education/basic skills component
2. a childhood component (emergent literacy) and basic literacy/reading skills
3. a parent/child component
4. a career/vocational and self esteem component
5. a parenting

Adult Education Component

All participants enrolled in the Adult Basic Education classes were first evaluated using an appropriate level of the Tests for Adult Basic Education (TABE). After establishing reading and math levels, instructors developed individualized educational plans for each student that enabled students to work at his/her own pace. Refresh/review and remedial programs in the basic skill areas of reading, writing, math, spelling, English, social studies, communication were developed and offered to meet the individual learning needs of each student.

Childhood Component

This component was offered three nights a week, for three hours on Tuesdays and Thursdays from 6:30 p.m. - 9:30 p.m. and two hours on Wednesdays from 6:30 p.m. - 8:30 p.m. The primary goal was to provide instruction for preschoolers and elementary level children who were at risk of academic under achievement. Instruction was also designed to:

-Provide early intervention to children at risk for academic failure
-Provide structured learning activities for children while allowing parents to fully participate in the adult education and parenting components.

Structured learning activities included language development, vocabulary enrichment, socialization, listening, math and reading skills. Included were the following activities:

- Finger play with puppets
- Introduction to the shapes: circle, star, square, triangle and rectangle
- Building fine motor skills through cutting, pasting, tracing and coloring objects
- Participation in songs and nursery rhymes
- Recognition of simple words: one, two, red, blue, black, purple, yellow and orange
- Listening skills
- Retelling stories
- Answering questions

- Role playing
- Recognition of historical characters
- Recognition of similarities and differences

Parent/Child Component

The Parent/Child component met on alternate Wednesdays from 6:30 p.m. - 8:30 p.m. The curriculum used for this component included, JJC/CABEL's "Parents About Literacy Skills" (PALS) and Dr. Patricia Edward's, "Parents As Partners in Reading". These programs were designed to teach and demonstrate to parents how to read effectively to their preschool children and develop and instill within them the importance of literacy.

The parent/child component was based on the premise that children learn first from their primary teachers, who are parents and other significant family members. Therefore, a major goal of this component was to empower parents as teachers and effective role models for learning for their children.

Parents were provided the opportunity to try out new materials and methods and to discuss what they had learned under the guidance of a trained facililitator, which provided an opportunity for them to practice their newly acquired knowledge and skills in a supervised setting. As parents understood the activities, they were eager to share the materials with their children.

Career/Vocational Components and Self/Esteem Components

The Positive Self Esteem/Self Concept component of the "Families About Success" project was offered in conjunction with the career/vocational component. A total of fourteen females registered for this series of seven, two hour workshops. Workshops were offered at the Warren-Sharpe Community Center. Child care and

refreshments were provided for participants and their children.

Each workshop was strategically designed to assist participants in eliminating negative thoughts and to begin to affirm who they were, where they were in life and where they wanted to go. JJC CABEL provided occupational outlook information and job search and job retention skills classes. Topics discussed included:

- Attitude, acceptance and affirmation
- Career and skills assessment
- Improving your self image
- Where to find jobs
- Dressing for success
- How to write a good application
- How to set and achieve goals
- Writing resumes
- Identifying stress
- Job interviews
- Earning money
- Job retention
- Self enhancement, (fashion tips, makeovers, etc.)

The comprehensive "Families About Success" Project was offered in whole or part at many locations in Will and Grundy counties as follows:

1. A pilot of the "Families About Success" Project (FAS) was first offered at the Fairmont School in conjunction with the GED classes offered on Tuesday, Wednesday, and Thursday, as parts of the Northern Illinois Gas, Ladders Program. This program began January 23, 1992 and ended April 15, 1992. Sixty-one parents and thirty-six children enrolled for the family literacy classes offered at this site.

2. A Spanish version of the FAS project was offered at Morris Central School in Morris on Tuesdays and Thursdays nights from 6:00 - 9:00 p.m. Twenty-two children participated while ten adults participated in ESL classes.

3. The Spanish Center also offered a Spanish version of the "Families About Success" Project on Mondays, Tuesdays, Wednesdays and Thursdays nights from 6:00 -9:00 p.m. in Joliet, Illinois. Forty-five adults and twenty one children enrolled for family literacy classes at this site.

4. Parenting classes were offered at the following sites between July and April:

- Fairmont Junior High School
- Spanish Center
- The Will County Juvenile Detention Center, 80 persons enrolled
- Daybreak Shelter Services, 16 adults and 10 children enrolled

5. The Books on Tape Program conducted by the Altrusa Club was in operation again for the third year. Seventy-eight books were read on tapes and distributed to family literacy project participants.

6. A version of the state model "Parents About Literacy Skills" project was offered at the Joliet Public Library. Twenty-five adults and thirty-nine children enrolled in February, March, April and May sessions at the library site.

7. A self esteem/career awareness program was offered for residents of the Joliet Housing Projects. Classes in self esteem were also offered at the Warren-Sharpe Center. Twenty-seven adults and twelve children participated in programming at this site.

Assessment and Evaluation

A major component of all programs included formal and informal assessment of participants and overall program evaluation by participants. Adults were pre-tested with the Test of Adult Basic Education (TABE) and/or the English Language Skills Assessment (ELSA) dependent upon whether they were enrolled in GED or ESL classes. At the end of the semester they were post-tested with a different version of

the same instrument. Students who participated in "Families About Success" showed a higher average gain in reading and math TABE scores as compared to students who were only enrolled in GED classes (see appendix A). ESL students also demonstrated more progress if they came to FAS sessions with their children. More informal assessments were conducted with the preschool and school age children involved in the program, and the type of assessment utilized depended somewhat on the location and the resources available to staff.

However, the children's results were equally exciting. Preschoolers completed a Kindergarten Skills Screen (see appendix B) which showed almost 100% improvement across the board in gross motor skills, fine motor skills and language/cognitive skills during the period of February to April 1992. Modified portfolio assessments were also maintained for all children. These portfolios included all work done by children in their sessions, as well as any notes the facilitator may have made about the child's progress. The facilitators also held informal conferences with parents of the participants to let them know how their child was doing or if there were things the parent could be doing at home with the child. Furthermore, samples of parent/child work was collected in the folder. At sites where older children received tutorial assistance, the facilitator was asked to collect a copy of the child's report card at the beginning and end of the semester to determine if the extra help was making a difference. In addition, since several of the facilitators taught in the area schools, they were able to bring back narrative comments made by the children's classroom teachers. From teacher observations and report card grades, it was noted that students increased reading levels as much as 1.5 grade levels.

To evaluate the success of the entire program, participants were required to complete an evaluation after each individual session and at the end of the semester (see appendix C). To meet the needs of limited English proficient students and families, the facilitator at the Spanish Center read the evaluations to the participants both in Spanish and English and recorded the answers for those unable to write in either language. The purpose of the evaluations was to make sure the participants' needs were being met, to make sure FAS was running smoothly and to determine if parents were trying out new ideas at home with their children. Overall, FAS consistently received "excellent" ratings and positive comments.

Typical children's comments:

- I wish the program was not over.
- I like coming to school with my mother and playing games.

Typical parents' comments:

- FAS has made me understand the importance of reading to my child.
- I am learning not to scream at my child and get mad about little mistakes.
- I am sorry it's over so soon.

Finally, facilitators were also required to write lesson plans for each session and then complete a session evaluation (see appendix D). As with the participant evaluations, the facilitator self-evaluation was designed to be thought-provoking and geared toward helping her plan future sessions. One facilitator commented, "The 'Families About Success' program was a great program--very helpful for the students." Another found it to be "...an excellent program for increasing the developmental and learning skills of children..." as well as adults.

Clearly, "Families About Success" works and CABEL is proud of that. Yet even more telling is the progress made by one family in particular. A father and his two

children who attended FAS at Fairmont have really demonstrated what family literacy and intergenerational learning is all about (see appendix E). Melvin improved both his reading and math TABE scores by more than one grade level each. His daughter, Beulah, made whole grade improvements in four of five subject areas and moved from a D+ in reading at the beginning of the year to an A- in January and a B in March. Melvin's younger son, Andrew, showed significant improvement on his Kindergarten Skills Screen test and by April was able to give his whole name, address and phone number, in addition to holding a pencil correctly and printing simple words. This family clearly speaks to the success factor of "Families About Success" and the importance of intergenerational programming in breaking the intergenerational cycle of illiteracy.

Appendix A

Fairmont Class
TABE Scores for Adult Students Participating in FAS
(Pre-test 1/92 -- Post-test 4/92)

Name	Reading (Change)	Pre	Post	M a t h (Change)	Pre	Post
Frances	0.0	12.9	12.9	0.0	11.4	11.4
Rachelle	.2+	3.2	3.4	.9+	5.0	6.1
Doris	4.6+	2.9	7.5	4.1+	2.3	6.4
Lisa	0.6+	6.5	7.1	0.8+	6.3	7.1
Lillie	1.5+	1.9	3.4	0.5+	4.6	5.1
Camile	2.5+	6.4	8.9	2.3+	5.7	8.0
Rachel	.2+	9.0	9.2	0.0	8.9	8.9
Melvin	1.3+	6.0	7.3	4.5+	2.1	6.6
Eveline	0.0	12.9	12.9	1.4+	5.7	7.1
Pamela	0.8+	9.2	10.0	1.5+	4.9	6.4
Michelle	0.0	12.9	12.9	0.2+	7.7	7.9
Irene	0.0	9.3	9.3	0.3-	6.7	6.4
Thelma	0.2+	3.3	3.5	n/a	n/a	n/a
Phillis	0.9+	7.3	8.2	7.9	7.9	8.9
Eviline	0.9+	6.5	7.4	4.6	4.6	4.8

Summary of Data
Average Reading Gain = .91 grade level Average Math Gain = 1.21 grade levels

8 students improved their reading scores by .5 or better
3 students improved their reading scores by .2
4 students showed no growth; however, 3 of the 4 pre-tested at 12.9 and could do no better in the reading section
9 students improved their math scores by .5 or better
1 student improved her score by .2
3 students showed no improvement in math scores
1 student was not available for math testing in April

73% of students showed reading improvement
20% of students could not show improvement because they scored 12.9 on the pre-test
7% of students showed no reading improvement
66% of students showed improvement in math
20% showed no improvement
7% showed a small decline in math scores
7% of students were unavailable for math testing

Appendix B

Kindergarten Skills Screen
Five Year Old Participants in FAS at Fairmont

Name	Gross Motor (7 possible) 2/92	4/92	Fine Motor (8 possible) 2/92	4/92	Language/ Cognitive (12 possible) 2/92	4/92
Andrew	4	7 (+3)	3	7 (+4)	5	9 (+4)
Adam	5	7 (+2)	4	6 (+2)	2	5 (+3)
Tenica	6	7 (+1)	4	7 (+3)	4	7 (+3)
Brittany	6	7 (+1)	2	6 (+4)	4	9 (+5)
Katrina	6	7 (+1)	7	8 (+1)	6	12 (+6)
Keauna	4	4 (+0)	0	1 (+1)	1	2 (+1)
Ketrick	4	7 (+3)	1	3 (+2)	1	5 (+4)
Brian	7	7 (+0)	4	8 (+4)	5	7 (+2)
Myisha	5	6 (+1)	6	7 (+1)	5	8 (+3)

Date of Summary for Skills Screen

78% of students improved their gross motor skills.
The average gain of gross motor skills was 1.33 skills.

100% of students improved their fine motor skills.
The average gain of fine motor skills was 2.44 skills.

100% of students improved their language and cognitive skills.
78% of these students improved their score by at least 3 skills.
The average gain of language and cognitive skills was 3.44 skills.

Kindergarten Skills Screen

Student Andrew Age 5 Sex male

School Fairmont Grade

Prepared by (Teacher's Name) Dawn M. Herod Date 4/28/92

Check skills mastered with a fair degree of accuracy:

✓ (Satisfactory)
= (Improvement Needed)

I. Gross Motor

1. ✓ Skips on alternate feet
2. ✓ Catches ball
3. ✓ Gallops
4. ✓ Hops on one foot 1-2-3-4-5 times
5. ✓ Stands on one foot 8-10 seconds
6. ✓ Crawls forward and backward
7. ✓ Jumps

II. Fine Motor

1. ✓ Builds tower from model
2. ✓ Holds pencil correctly
3. — Draws simple pictures, i.e. house, man
4. ✓ Imitates folding and creasing a piece of paper three times
5. ✓ Copies shapes: (Circle) O + [ ]
6. ✓ Copies letters: (Circle) E D N S
7. ✓ Cuts simple shapes
8. ✓ Prints simple words such as name

III. Language and Cognitive

1. ✓ Names all colors
2. ✓ Recognizes all colors
3. ✓ Understands prepositions, i.e., on, under, next to, back, and front
4. — Understands the following concepts: (Circle)
   alike different beginning end more less
5. — Understands opposite analogies, example: fast slow
6. ✓ Sorts pictures and objects by categories
7. ✓ Follows directions in order: (Circle) one-two-three-four steps
8. — Distinguishes left from right
9. ✓ Gives use of objects
10. ✓ Speaks in simple sentences
11. ✓ Relates personal experiences
12. ✓ Can say: (Circle) whole name, address, telephone number

BEFORE SCHOOL CHECKLIST

Evaluation Key

✓ (Satisfactory)
= (Improvement Needed)

1. Recognizes the four basic shapes

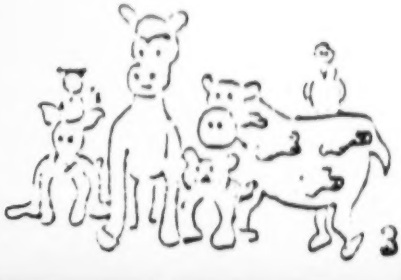
1. ✓ Circle
2. ✓ Square
3. ✓ Triangle
4. ✓ Rectangle

II. Recognizes the number

1. ✓ One
2. ✓ Two
3. ✓ Three
4. ✓ Four
5. ✓ Five
6. ✓ Six
7. ✓ Seven
8. ✓ Eight
9. = Nine
10. = Ten

III. Recognizes the numbers above ten =

IV. SOME COMMON ANIMALS

		YES	NOT YET
cat		✓	
horse		✓	
dog		✓	
birds		✓	
cow		✓	

PART I

BEFORE SCHOOL CHECKLIST FOR _____
(Name)

Section 1. Things they need to know

BEFORE CHILDREN START SCHOOL, IT WOULD HELP IF THEY COULD

	YES	NOT YET
1. KNOW THEIR OWN		
name (first and last)	✓	
age		—
sex	✓	—
phone number	✓	—
address, or street of home	✓	—
	✓	
2. KNOW THE NAMES AND RELATIONS OF FAMILY MEMBERS		
Mother ("Mommy, her name is Anna.")	✓	—
Father (Joe)	✓	—
brother (Joey)	✓	—
Sister ("Maria, she's my sister.")	✓	—
Grandparents	✓	—
	—	✓
3. NAME SEVERAL PARTS OF THEIR OWN BODY		
Head	✓	—
Face	✓	—
Hair	✓	—
Eyes	✓	—
Nose	✓	—
Mouth	✓	—
Ears	✓	—
Chin	✓	—
	✓	—
	✓	—

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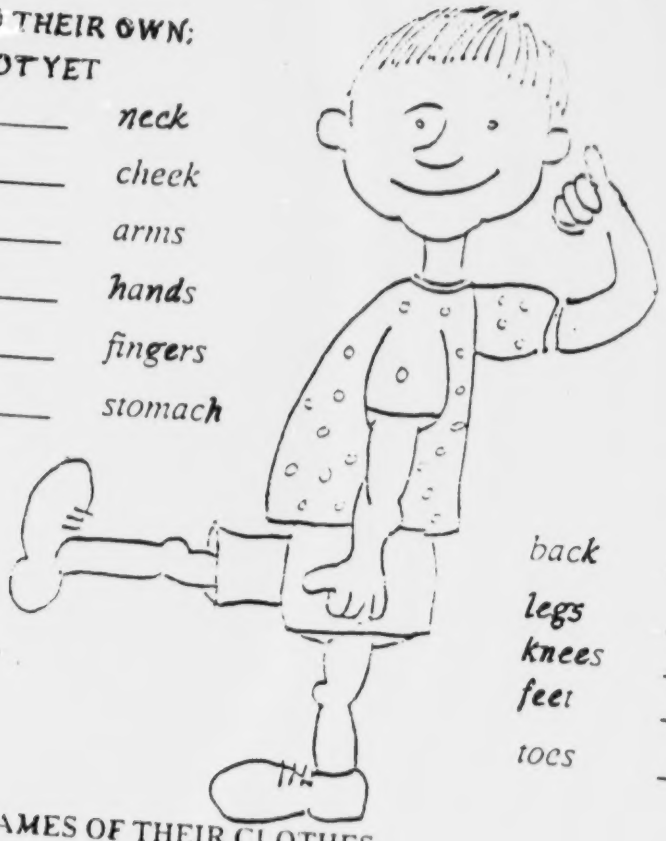
BEFORE CHILDREN START SCHOOL, IT WOULD HELP IF THEY COULD

4. POINT TO THEIR OWN:

YES	NOT YET	
✓	___	neck
✓	___	cheek
✓	___	arms
✓	___	hands
✓	___	fingers
✓	___	stomach



	YES	NOT YET
back	✓	___
legs	✓	___
knees	✓	___
feet	✓	___
toes	✓	___

5. KNOW THE NAMES OF THEIR CLOTHES

pants	✓	___
dress	✓	___
socks, shoes	✓	___
sweater	✓	___
coat, jacket	✓	___
shirt, blouse	✓	___

BEFORE CHILDREN START SCHOOL, IT WOULD HELP IF THEY COULD

8. KNOW THE NAMES OF SOME FOODS

milk
bread
fruit
vegetables
beans
meat
eggs
cheese

YES	NOT YET
✓	—
✓	—
✓	—
✓	—
✓	—
✓	—
✓	—
✓	—

9. KNOW SOME WORDS FOR HOW THINGS FEEL

YES	NOT YET	
✓	—	*slippery*
✓	—	*rough*
✓	—	*wet*
✓	—	*dry*

smooth
bumpy
sharp
hard
soft

YES	NOT YET
✓	—
✓	—
✓	—
✓	—
✓	—

10. KNOW SOME WORDS FOR WHEN THINGS HAPPEN

now
later
soon
never
always
sometimes
at night
in the daytime

YES	NOT YET
✓	—
✓	—
✓	—
✓	—
✓	—
✓	—
✓	—
✓	—

Appendix C

JOLIET JUNIOR COLLEGE
CENTER FOR ADULT BASIC EDUCATION AND LITERACY

SESSION EVALUATION

PROJECT NAME:_____ SESSION #:_____

PRESENTER/INSTRUCTOR:_____

1. Was the information presented useful to you?

   a. Yes
   b. No
   c. Somewhat

2. Was there enough time for participation and questions?

   a. Yes
   b. No
   c. Somewhat

3. Did you learn anything new today?

   a. Yes
   b. No
   c. Somewhat

   What:_____

_____

_____

_____

4. Will you use what you have learned at home?

   a. Yes
   b. No
   c. Somewhat

   What:_____

_____

_____

_____

5. How would you rate the session overall?

   a. Excellent
   b. Good
   c. Average
   d. Fair
   e. Poor

6. Did you do any activities at home?

a. Yes
b. No
c. Somewhat

What: _____

_____

_____

_____

COMMENTS: _____

_____

_____

_____

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Parent's Response Sheet for Individual Sessions

Name: _____ Date: _____

List three things you learned in this session:

1.

2.

3.

Name one thing that you are going to work on this week.

Facilitator's Evaluation Sheet

(Six-Week Sessions or Workshop Sessions)

1. What was the most successful aspect of the session? The least successful? Why?

2. What insights have you gained as a result of the session? What changes might these insights encourage you to make?

Adapted from materials distributed at Kansas City Workshop on Parent Involvement Involving Parents in Title I Evaluation March 17-19 1982

Appendix E

Intergenerational Learning
One Family's Progress

Melvin (father)

TABE Reading
Pre-test (1/92) 6.0 Post-test (4/92) 7.3 Change 1.3+

TABE Math
Pre-test (1/92) 2.1 Post-test (4/92) 6.6 Change 4.5+

Beulah (daughter)
3rd grade

Fairmont School Report Card, 91-92 School Year

	November	January	March
Reading	D+	A-	B
Language	C	C+	B+
Spelling	B	B-	A
Arithmetic	B	C	A-
Phonics	B	C	B

Andrew (son)
age 5

Kindergarten Skills Screen

	February 92	April 92	# Skills Added
Gross Motor	4/7	7/7	3
Fine Motor	3/8	7/8	4
Language/ Cognitive	5/12	9/12	4

Appendix F

Fairmont Class
TABE Scores for Non-FAS Participants
Pre-test 1/92 -- Post-test 4/92)

Name	Reading (Change)	Pre	Post	Math (Change)	Pre	Post
Marketta	0.0	2.9	2.9	0.0	1.7	1.7
Joanne	0.0	12.9	12.9	0.0	11.7	11.7
Lillie	0.0	6.2	6.2	0.0	5.7	5.7
Carlos	0.4+	9.0	9.4	1.7+	3.6	5.3
Sharon	4.5+	2.2	6.7	0.5+	10.9	11.4
Debra	0.3+	2.4	2.7	0.4-	2.9	2.5
Ruthie	0.0	5.4	5.4	3.2+	2.1	5.3
Anthony	1.9+	6.1	8.0	0.0	7.5	7.5
Candace	0.0	10.2	10.2	0.2+	8.3	8.5
Debra	0.2	7.5	7.7	0.2+	7.1	7.3

Summary of Data

Average Reading Gain = .72 grade level Average Math Gain = .54 grade level

2 students improved their reading scores by .5 or better
3 students improved their scores by at least .4
5 students showed no reading improvement, and only 1 of the 5 pre-tested at 12.9
3 students improved their math scores by at least .5
2 students improved their math scores by .2
4 students showed no improvement in math
1 student's scores decreased by .4

50% of students showed improvement in reading scores
50% of students showed no improvement in reading scores
50% of students improved their math scores
40% of students showed no change in their math scores
10% of students showed a decline in their math scores

Comparative Summary of TABE Scores

Students in the Fairmont GED class who also participated in "Families About Success" made an average reading gain of .91 grade level. Students who only attended GED had an average reading gain of just .73. In math, FAS participants made an average gain of 1.21 grade levels while their non-participating counterparts only had an average math gain of .54 grade level. Overall, 73% of FAS students showed improvement in reading, and 66% of them improved in math. Only 50% of non-participating students made improvement in both reading and math. FAS works!

Joliet Junior College
Center for Adult Basic Education and Literacy
Select List of Family Literacy Resources

Facilitator/Parent Resources:

Adams, M. Beginning to Read: Thinking and Learning about Print. Urbana, Illinois: Center for the Study of Reading at University of Illinois Champaign-Urbana.

Alvy, Dr. K. and Marigna, M. Effective Black Parent Training. Ventura, California: Center for the Improvement of Child Caring, 1985.

Baghban, M. "You Can Help Your Young Child with Writing." International Reading Association, Inc., 1989.

Behm, M. and Behm, R. 101 Ideas to Help Your Child Learn to Read and Write. Bloomington, Indiana: ERIC Clearinghouse on Reading, 1989.

Binkley, M. Becoming a Nation of Readers. USA: D.C. Heath and Company, 1988.

Dinkmeyer, D. and McKay, G. Systematic Training for Effective Parenting. Circle Pine, Minnesota: American Guidance Service, 1989.

Edwards, Dr. P. Parents as Partners in Reading. Chicago, Illinois: Childrens Press, Inc., 1990.

Faber, A. and Maylish, E. How to Talk So Kids Will Listen and Listen So Kids Will Talk. New York, New York: Avon Books, 1980.

Family Literacy Center. Parents and Children Together. Bloomington, Indiana: Indiana University Press. (Monthly publication).

Family Literacy Center. Parent Involvement Materials. Bloomington, Indiana: Indiana University Press.

Gordon, Dr. T. Parent Effectiveness Training. New York, New York: Penguin Books, Ltd., 1975.

Grinnell, P. "How Can I Prepare My Young Child for Reading?" USA: International Reading Association, Inc., 1984.

Lopardo, Dr. G. "How Parents Can Help Their Children in Reading." Chicago, Illinois: Chicago State University Department of Reading.

Silvern, L. and Silvern, S. "Beginning Literacy and Your Child." USA: International Reading Association, Inc., 1990.
Children's Books:

Aardema, V. Oh, Kojol How Could You? New York, New York: Dial Books for Young Readers, 1984.

Aardema, V. What's So Funny, Ketu? New York, New York: Dial Books for Young Readers, 1982.

Aardema, V. Who's in Rabbit's House? New York, New York: Dial Books for Young Readers, 1977.

Aardema, V. Why Mosquitoes Buzz in People's Ears. New York, New York: Dial Books for Young Readers, 1975.

Behrens, J. Puedo Ser Astronauta. USA: Regensteiner Publishing Enterprises, Inc., 1984.

Blocksma, M. The Best Dressed Bear. USA: Regensteiner Publishing Enterprises, Inc., 1984. (also in Spanish)

Bosnall, C. Who's Afraid of the Dark? New York, New York: HarperCollins Publishers, 1990.

Bottomley. J. Today I Am a Clown. Nashville, Tennessee: Ideals Publishing Corporation, 1989.

Butterworth, B. Tales from Long Ago. San Diego, California: The Wright Group, 1986.

Chandler, J. The Poky Little Puppy's Counting Book. Racine, Wisconsin: Western Publishing Company, Inc., 1980.

Clifton, L. Everett Anderson's Nine Long Months. New York, New York: Henry Holt and Company, 1978.

Clifton, L. Some of the Days of Everett Anderson New York, New York: Henry Holt and Company, 1970.

Everett, L. Amigo Means Friend. USA: Troll Associates, 1988.

Freeman, D. Corduroy. USA: Puffin Books, 1976.

Freeman, D. A Pocket for Corduroy. USA: Puffin Books, 1978.

Fujikawa, G. Ten Little Babies. New York, New York: Random House, 1989.

Greene, C. Snow Joe. USA: Regensteiner Publishing Enterprises, Inc., 1982.

Hill, E. ?Donde Esta Spot? New York, New York: G.P. Putnam's Sons, 1980.

Keats, E.J. Peter's Chair. USA: HarperTrophy, 1967.

Keats, E.J. Whistle for Willie. New York, New York: Puffin Books, 1977.

Kowalczyk, C. Purple Is Part of a Rainbow. USA: Regensteiner Publishing Enterprises, Inc., 1985.

Lobel, A. Frog and Toad Are Friends. New York, New York: HarperCollins, 1970.

Mandelbaum, P. You Be Me I'll Be You. New York, New York: Kane/Miller Book Publishers, 1990.

Matthias, C. I Love Cats. USA: Regensteiner Publishing Enterprises, Inc., 1983. (also in Spanish)

McDaniel, B.B. Katie Did It. USA: Regensteiner Publishing Enterprises, Inc., 1982,

McKissack, F. and McKissack, P. Messy Bessy's Closet. USA: Children's Press, Inc., 1989.

Minarik, E. Little Bear. New York, New York: HarperCollins Publishers, 1957.

Paterson, B. and Paterson, C. The Foxwood Regatta. USA: Baron's Educational Series, Inc., 1986.

Reece, C. El Dia de Las Brujas. USA: Regensteiner Publishing Enterprises, Inc., 1986.

Rohmer, H. El Sombrero de Tio Nacho. Hong Kong: Interprint, 1989.

Schoberle, C. Esmerelda and the Pet Parade. New York, New York: Simon & Schuster, Inc., 1990.

Shaw, C. It Looked Like Spilt Milk. New York, New York: Harper & Row, Publishers, Inc., 1947.

Snow, P. Eat Your Peas, Louise! USA: Regensteiner Publishing Enterprises, Inc., 1985.

Steptoe, J. Baby Says. New York, New York: Lothrop, Lee & Shepard Books, 1988.

Tomkins, J. The Catalog. San Diego, California: The Green Tiger Press, Inc., 1981.

Whittle, E. The Fisherman's Tale. San Diego, California: The Green Tiger Press, Inc., 1988.

Wylie, D. and Wylie, J. A Big Fish Story. USA: Regensteiner Publishing Enterprises, Inc., 1983.

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